

PROGRAM AMENDMENT

SCHOOL IMPROVEMENT GRANTS

District Name: Jefferson School Name: Doss High School

Person Submitting Amendment: Katie LaDuke

Reviewer: Tara Rodriguez Date Revision Approved: 6-26-17

Sections	(Amend)Yes or No	Description data supporting amendment and strategies to be included.
<p>Section 1: Commitment to Serve</p> <ul style="list-style-type: none"> Assessment data Non-cognitive data Causes and contributing factors Strategy selection 		<p>Doss High School has a high percentage of novice learners on all EOC's and KPREP assessments. Doss High School has fully implemented career academies and project-based learning (PBL) for the 2017-2018 school year. Project-based learning, cross-curricular collaboration, and career academy community partnerships are all components to reducing the number of novice learners.</p> <p>Project-Based Learning (PBL) is a proven strategy to engage students in meaningful learning in academic, technical, and career readiness knowledge and skills. PBL is grounded in research that shows the importance of learning concepts in meaningful contexts and the key role of social interactions in learning (Barron & Darling-Hammond, 2008, and Bransford, Brown, & Cocking, 1999). In a meta-analysis of more than 80 studies of PBL, compared to alternative teaching methods, PBL holds its own on standardized tests of academic knowledge and outperforms lecture-based approaches on other kinds of outcomes (Walker & Leary, 2009).</p> <p>Students from problem-based classes showed significant differences in problem-solving skills and the ability to apply them to real-world dilemmas than students in traditional classes (Finkelstein, Hanson, Huang, & Hirschman, 2009; Walker & Leary, 2009). Problem- and inquiry-based learning also results in high levels of student engagement (Belland, Ertmer, & Simmons, 2006; Brush & Saye, 2008). Overall, studies on the benefits of PBL have shown that compared to other instructional methods, PBL enhances students' learning by fostering higher-order thinking, problem-solving, collaboration skills, and the ability to engage in and comprehend complex processes (Ravitz, 2009).</p>

Sections	(Amend)Yes or No	Description data supporting amendment and strategies to be included.
Section 2: Intervention Model (Tier I and Tier II)		
Section 3: Actions <ul style="list-style-type: none"> • Technology • Family involvement • Personnel assignments • Redirected funds • PD • Resources • External support • Review policies • Changes in policies/practices • Sustain reform 		<p>Doss High School would like to move \$10000 from the resource teacher salary code to the other Educational Consultant. The funds will be used for project-based learning (PBL) facilitation from Carmen Coleman, College of Education, and University of Kentucky. The budget codes are located on the bottom of this form.</p> <p>The work is sustainable because Doss High School teachers, administrators, and support staff will be engaged into a deeper dive of PBL. The PBL professional development will engage all stakeholders in developing and refining PBL units and a PBL graduate profile.</p> <p>The resource teacher previously funded through Doss SIG has submitted retirement documentation. This position will not be filled for the FY17-18 school year. Doss needs to redirect these payroll funds.</p>
Section 4: Timeline <ul style="list-style-type: none"> • Three year timeline 		
Section 5: Tier I and Tier II annual goals <ul style="list-style-type: none"> • District services • Activities to improve • Literacy and mathematics plans 		
Section 6: Tier III Services <ul style="list-style-type: none"> • District services • Activities to improve • Literacy and mathematics plans 		
Section 7: Tier III Annual Goals <ul style="list-style-type: none"> • S.M.A.R.T. goals • Quarterly benchmarks 		

Sections	(Amend)Yes or No	Description data supporting amendment and strategies to be included.
<ul style="list-style-type: none"> District support when not achieving goals 		
Section 8: Consultation <ul style="list-style-type: none"> Stakeholder input/involvement 		

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